



Year 6 – Summer 1  
 Music: Voices in the Park/  
 Vivaldi Four Seasons



**Prior Knowledge:**

- We are confident finding the pulse and more complex rhythms through games and rhythm reading activities
- We have used tuned and untuned percussion to play melodies and ostinatos including using glockenspiels, chime bars and recorders
- We can follow a graphic score and rhythm reader through movement and playing
- We can listen with attention to detail and answer questions about the dimensions of music, we are able to use a SQUILT to think critically about music

**Singing:**

- Learn songs, from memory with actions and instruments and instrumental parts
- Sing songs with a wider pitch range and 'chorus and verse' structure. Some songs have other parts like a 'bridge', 'introduction' and 'pre-chorus'
- We will sing at the same pitch/ in unison (together).
- Some songs we learn will include harmony parts/ rounds/ partner songs

**Musicality:**

- Find the pulse with percussion instruments and body percussion.
- Find, read and play 'ta', 'ti-ti', 'ta-a' 'tika tika', 'tr-i-ola' 'tum - ti' and 'shh' rhythms.
- Find, read and play 'do', 're', 'mi', 'fa', 'sol', 'la' 'ti', 'do' pitches.

**Listening:**

We are able to listen carefully and talk about:

- Voices and instruments and their orchestral family,
- High pitch and low pitch sounds and instruments,
- Fast (**Allegro**), walking pace (**Andante**), slow (**largo**) tempo,
- Loud (**forte**), Very Loud (**Fortissimo**), medium loud (**Mezzo forte**), soft (**piano**), very soft (**pianissimo**) dynamics,
- Timbre – how the same music played on different instruments or sung can sound different
- Songs from musicals and shows, how they are similar/ different and their backstory













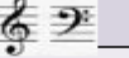

**Composing:**

- We will improvise and compose rhythms and melodies using:
  1. Words and phrases to make rhythms
  2. untuned percussion – rhythm sticks, drums, woodblocks, bells
  3. tuned percussion – chime bars and glockenspiels
  4. Body percussion
  5. our voices and as part of the song that we are learning.
  6. Ostinati - rhythmic and melodic

**Performing:**

We will perform to our friends and watch performances together. We will talk about what went well and what could be even better, giving constructive feedback.  
 We will perform in separate parts and in unison (together)

**Music Key Vocabulary**

<b>pulse</b>		A steady beat.
<b>Rhythm</b>		A pattern of long and short notes.
<b>Pitch</b>		How high or low a sound is.
<b>tempo</b>		How fast or slow the music is.
<b>timbre</b>		The different ways a sound can be played e.g on strings or on woodwind
<b>Improvise</b>		To make music without writing it down/ to play with sounds
<b>Compose</b>		To write down music so that you have a record.
<b>graphic score/ song map/ music map</b>		Symbols, pictures and shapes that show what are going on in the music.
<b>Notes</b>		How music is written.
<b>untuned instrument</b>		An instrument that you can use to play the pulse or the rhythm.
<b>tuned instrument</b>		An instrument that you can use to play a melody.
<b>body percussion</b>		Making music with parts of your body: clapping, clinking, stomping
<b>Stave</b>		5 lines that notes are displayed on
<b>Clef</b>		Treble clef and bass clef help to tell the pitch of the notes

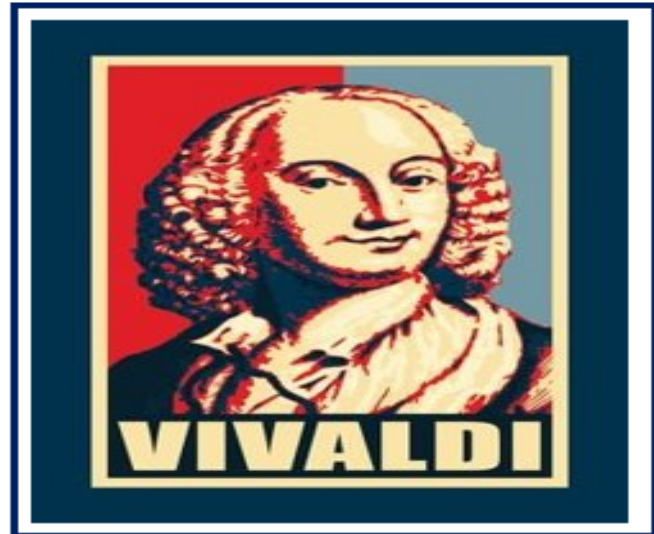


Listen and Appraise key questions
Describe the dynamics
Describe the tempo
Which instruments can you hear?
Tell me about the different parts?
Tell me about the structure
Tell me about the timbre
Tell me about the mood
Who is the composer?
How is the music used for effect?
What do you imagine?

C Major = C Major Pentatonic

**Treble Clef Notes**

**Line Notes**      **Space Notes**



**Timbre**  
Is how the same music can be played in different ways:  
e.g plucked or bowed, strings or brass



Notes	Name		Value
	Semibreve	Whole note	4 beats
	Minim	Half note	2 beats
	Crotchet	Quarter note	1 beat
	Quaver	Eighth note	1/2 beat
	Semi-quaver	Sixteenth note	1/4 beat
	2 Quavers	2 Eighth notes	1 beat
	4 Semi-quavers	4 Sixteenth notes	1 beat

**Pulse**   
is the steady beat  
Like a ticking clock, a heartbeat or wiper blades.

**Pitch**  
tells us if a note is **high** or **low**  
Large instruments have low pitch, small instruments have high pitch

**Tempo**  
tells us if the music is **fast** or **slow**  
Tempo can change the mood of the song or piece

**Dynamics**  
tell us if music is **loud (forte)** or **soft (piano)**

**Rhythm**  
is a pattern of long and short sounds.